

Transcribing Constructivist Comments

Constructivist Reflections* **(making the learning personal & meaningful)**

- Students talk about ideas with other students
- Students think about how information is related to other subjects and to their own lives
- Students think critically by asking questions
- Students demonstrate meaningful use of facts and skills
- Students are pre-assessed: what do they know before beginning the unit
- Students take sides on an issue and explain a point of view
- Students encouraged to solve difficult problems before end of unit
- Students explore topics that excite/interest them
- Students help determine how they demonstrate their learning (choices)

Adapted from *Leading the Learning: A Fieldguide for Supervisors, Coaches, and Mentors* by Paula Rutherford (Just ASK Publications, Alexandria, VA, 2003).

Transcribing Teacher Cognitive Questions

Bloom's Cognitive Taxonomy

Knowledge (recall, recognition, factual response)
Who; Where; Describe; Which one

Comprehension (put in your own words)
State in your own words; Classify; Which are facts, opinions; What does this mean; Is this the same as; Give an example; Select the best definition; Show; What would happen if; State in one word; Explain what is happening; What part doesn't fit; Explain what is meant; Read the graph, table; Outline; Which is more probable; Summarize; What are they saying;; What seems likely; Which statements support the main idea

Application (apply information to a different setting)
Predict what would happen if; Choose the best statements that apply; Judge the effects; What would result; Identify the results of; Tell what would happen; Tell how, when, where, why; Tell how much change there would be

Analysis (break down into parts)
Distinguish; What is the function of; What statement is relevant, extraneous to, related to, not applicable; What assumptions; What does the author believe, assume; What motive is there; What conclusions; What ideas justify the conclusion; Make a distinction; The least essential statements are; What is the theme, main idea; What inconsistencies, fallacies; What ideas don't apply; What persuasive technique is used; What is the relationship between

Synthesis (combine the parts into a whole)
Write; How would you test; Make up; Create; Propose an alternative; Compose; Solve the following; Formulate a theory; Plan; What else would you do; Design; Develop; Choose

Evaluation (judge, evaluate, compare)
Appraise; What fallacies, consistencies, inconsistencies appear; Judge; Find the errors; Criticize; Which is more important, moral, better, logical, valid, appropriate, inappropriate; Defend; Compare

Transcribing Affective Domain (Student Engagement)

Bloom's Affective Taxonomy
(Targets awareness and growth in attitudes, emotion, and feelings. There are five levels.)

Receiving

The student passively pays attention. The student listens to others.

Responding

The student actively participates in the learning process. The student attends and reacts to the learning environment. The student participates in class discussions, knows rules, and responds.

Valuing

The student attaches value to the learning. The student appreciates diversity and shows the ability to solve problems.

Organizing

The student can put together different ideas and pieces of information within his own frame of reference. He can compare, relate, and elaborate on the learning.

Characterizing

The student develops a belief that influences his/her behavior. The student is self-reliant and works independently. He/She cooperates in group activities.